

# **PARTNERSHIPS, COLLABORATION, AND COORDINATION: SUMMARIES OF PLANS AND STRATEGIES**

The list of partnerships and collaborations will expand and be revised as the state technology plan is implemented.

Corporation for Educational Communications (CEC)

Corporation for Educational Technology (CET)

Educational Service Centers (ESCs)

Educators' Technology Center of Indiana

Indiana Computer Educators (ICE)

Indiana Learning Collaborative (ILC)

Indiana State Library (ISL)

Revised 11/98

## **PARTNERSHIPS, COLLABORATION, AND COORDINATION: SUMMARIES OF PLANS AND STRATEGIES**

### **Corporation for Educational Communications (CEC)**

(8/98)

**Contact: Ruth Blankenbaker, Executive Director ([www.cec.state.in.us](http://www.cec.state.in.us))**

#### **DESCRIPTION**

Distance Learning will become increasingly important to schools in the first years of the 21st century. In its many forms, schools will be able to access additional resources, and at the same time share the discovery, learning, and excitement of instructional video. Whether event-based, on-demand, or ad hoc, the use of instructional video will require that hardware be put in place, that networks exist at various levels, and that teachers be trained to use the resource and to develop new ones.

Tackling the many tasks involved in making distance learning a valuable tool will require partnerships with private sector groups as well as public sector agencies. It will also require tapping all available resources in a total quest for excellence.

A primary partner in this arena is the Corporation for Educational Communications (CEC). Responsible for operating the Vision Athena project, CEC has accumulated experience with and knowledge about distance learning systems, networks, content development, and teaching professionals. Working with Ameritech and its AAVS network, CEC has demonstrated a capability to make a difference in the classroom and in the school. The Corporation for Educational Communications' (CEC) mission is to "Bring the World to the Classroom and Take the Classroom to the World -- For Discovery with Purpose."

CEC is a non profit organization providing grants to K-12 schools, universities, healthcare facilities and informal education entities in the Ameritech service territory for interactive video distance learning. The Vision Athena Program funds grants for development of instructionally sound content and resources for schools. CEC funded Distance Learning Coordinators, operating out of Indiana's nine (9) Education Service Centers, to: 1) support schools in the planning stages and in preparation for distance learning; 2) train teachers to effectively integrate distance learning into the curriculum, and 3) help implement distance learning technology in schools.

#### **CURRENT/RECOMMENDED DIRECTIONS**

##### **Planning**

Coordinate planning and work with schools as they implement distance learning technologies

## **Connectivity**

Ameritech's AAVS is a switched, interactive, full motion video service that allows users to connect in point to point or point to multipoint modes. Through gateways in AAVS, users can connect to H.320 (Digital compressed), satellite, or other full motion networks.

## **Hardware**

Grants to schools which provide:

- a) Ameritech fiber to the schools at no charge for;
- b) Distance Learning hardware, wiring, and a three (3) year maintenance and support package (with 800 help desk) (Schools, in return, commit to a network usage contract for full-motion , interactive video, from any vendor.)

## **Content**

Grants up to \$50,000 are available for entities who agree to develop educationally sound content which extends, augments, expands ad/or creates learning experiences not otherwise available to schools. Online content schedules are available at the CEC website. Also, there is a large amount of content that has resulted from distance learning efforts by schools.

## **Professional Development**

Training opportunities are available through the Distance Learning Coordinators and are designed to give educators a way to experience effective ways that distance learning can be used to enhance learning of students.

Teachers in schools that wish to participate in distance learning activities may work with DLCs to be eligible for university credit, training, and curriculum development grants. (Grants range from \$150-\$5000 depending on the need, complexity, depth, and breadth of the grant request.

## **Evaluation**

CEC collects data on all of its activities and also talks to teachers regularly to determine how Distance Learning makes a difference in the classroom.

## **DELIVERABLES**

Participate in creating the vision and objectives needed for distance learning to be effective throughout the state;

Promote distance learning in all of its forms throughout the state of Indiana, with schools, libraries, and other public sector groups;

Develop and implement effective training models for teachers and administrators in the use of distance learning;

Develop information for the Indiana Principal Leadership Academy to be used in academy sessions directed at acquainting principals with the benefits of distance learning;

Work together to see that each ESC region has at least two (2) distance learning coordinators whose job it will be to work with teachers and schools within that region to enhance distance learning opportunities for students;

Develop and share content and applications with schools statewide;

Promote and develop distance learning content that reaches out to parents and community in an effort to keep them better informed and more up to date on important happenings in their children's schools;

Participate in the activities of the Professional Development Council as formed by the Department of Education; and,

Participate in developing evaluation plans for evaluating the progress and the effectiveness of distance learning in Indiana.

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## **Corporation for Educational Technology**

**Contact: Alan Hill, President ([www.buddynet.net](http://www.buddynet.net))**

The Corporation for Educational Technology was established by the Indiana General Assembly in 1992 to administer the Buddy System Project and to develop educational technology support programs. Its major initiatives to date include:

The Buddy System Project: Administration and Development

Indiana Technology Learning Center: Partnership Development

Educational Technology Planning: Coordination of Support for Indiana Schools

Governed by a board of directors, CET is able to solicit private partnerships to leverage public funds in its effort to improve educational opportunities for students, families, and teachers in school communities across Indiana. While the bulk of public funding received by CET over the past decade has been designated to administer the Buddy System Project; technology training and other educational support programs, including instructional materials, are now available to a much broader education audience.

### **The Buddy System Project**

The Buddy System Project, implemented in 1988, has grown to over 7,500 participants in 62 schools across Indiana, predominantly in grades 4 through 7. The mission of the Buddy System Project is to extend the learning process beyond the classroom through the use of home computer technologies, and to strengthen parental involvement. We envision a time when all Indiana students and their families, regardless of socioeconomic status, have access to home-based technology, and use it regularly for educational purposes. CET provides funding, program facilitation, training and telecommunications support to schools who are selected to participate on a competitive grant basis.

### ***The Buddy System Project Education Objectives***

1. Establish a foundation for life-long learning by:
  - Increasing time spent on learning activities at home
  - Sustaining an interest in learning both inside and outside the classroom
  - Improving the skills, productivity and professional growth of educators
  - Providing opportunities for active, creative learning community environments in the classroom.

2. Enhance student higher order thinking and communication skills by:
  - Mastering fundamental computer and application skills
  - Enhancing writing and presentation skills
  - Mastering critical thinking and problem solving abilities
  - Encouraging a collaborative, teamwork-driven environment
3. Improve parental involvement in their children's education by:
  - Facilitating electronic communications between home and classroom.
  - Supporting family learning activities at home.
  - Offering training, support and access to affordable educational software to all family members.

### **Standards and Expectations**

In order to achieve the objectives of the Buddy System Project, each school partner must embrace the Buddy philosophy and ensure that school and family participants do their part to make the project a success. State grants, training and support services for Buddy are only offered to districts who recommit to existing standards of performance each year.

- All families (95% or more) at two succeeding grade levels have home computer systems (regardless of ability to pay.)
- A building site coordinator and parent leaders are identified
- A site implementation plan that elaborates local support activities and programs to support home learning has been prepared.
- Project portfolios, documenting student and teacher progress toward meeting Buddy and curriculum objectives are submitted annually
- Teachers require regular homework assignments utilizing home technology
- Parents are expected to attend parent/family training programs and become involved in home learning opportunities
- Students are expected to master significant technology skills and to utilize technology to the fullest extent in the completion of assignments
- School administrators are expected to maintain funding and philosophical support for the program goals.

### **Planning**

The Buddy System Project continues to be a “project with a purpose.” By some estimates computer technology is found in 59% of American homes, though only a small fraction is used for educational purpose. Buddy is developing a model and the necessary program resources to ensure that families are able to use technology to support educational goals. The standards and expectations of Buddy are clear. Each Buddy school annually reaffirms their commitment and prepares a plan to achieve their individual goals.

### **Connectivity**

CET works with other state agencies, local districts, and communications providers to support low-cost, high-value solutions to connect Buddy communities. BuddyNet connects families to schools and to a host of educational resources to promote learning at home.

### **Content**

The Buddy System Project continually promotes development and distribution of support materials useful to classroom teachers, parents and students in technology training and curriculum. While some items are prepared at the state level, many are developed by Buddy teachers and parents. Curriculum development grants are offered to Buddy teachers to help support creative curriculum innovation. An educational software distribution program makes high quality, affordable educational software available to Buddy schools and families alike. CET underwrites the duplication of shared print materials and posts “sharable” ideas and products on their web site (<http://www.buddy.k12.in.us>). CET currently subscribes to premium online resources such as the Electric Library for the benefit of all Buddies at school and at home. A monthly newsletter and curriculum/technology integration idea flyer is distributed monthly to Buddy families and teachers.

## **Hardware**

Participating schools are encouraged to promote family purchase of systems for Project use to keep overall program costs at a minimum. As more families purchase their own home systems, the diversity of hardware found within local Buddy school communities becomes greater. This approach requires a plan to ensure the compatibility of software across platforms as well as more flexible training curricula. Currently, the Buddy System Project provides a few AStart Up” hardware grants per year with funding levels based upon local wealth.

## **Training**

A hallmark of the Buddy System Project is the training offered new and veteran Buddy educators and families by a team of facilitators that take a truly “hands-on” approach in support of Buddy school communities. This is not a grant “give and go away” program with facilitators spending from 5 to 30 days per year at each Buddy site for planning, teacher training, classroom model teaching, and family training support. CET hosts two state conferences per year to provide a venue for site-to-site sharing and to provide guest speakers from partnering state organizations, other states and other nations. Special events such as Rotunda Days and Buddy Leadership Camps truly involve students and families in “once-in-a-lifetime” learning adventures.

## **Evaluation**

Aside from each site’ plan for student work and local program evaluation, the Project has engaged the services of third-party organizations to provide periodic program evaluations, case studies and specific skill-growth assessments. These evaluations have consistently returned highly positive reports of program success at all levels and in many aspects of total endeavor. Since each school creates its own plan and has great latitude for in identifying a curriculum focus for each year’s implementation, there is a wide diversity of curriculum achievement results among all schools. Copies of Project evaluation summaries are available from the CET office.

## **Deliverables**

The Buddy System Project remains a nationally acclaimed model program (the largest of its kind) which integrates curriculum with home-based technology and increases parental involvement with schools. Aside from building knowledge about the benefits and challenges facing states, schools, teachers and families who wish to undertake such a venture, the Project has developed and compiled significant learning resources. These materials, perhaps with some slight modifications, can be made readily available through the world-wide web or direct print distribution. Lesson plans, training materials, curriculum data resources, newsletters, activity ideas, bibliographies, are now shared among Buddy schools and are beginning to be accessible at our Buddy web site to all who visit. At some nominal expense, print materials for some products could be reproduced and shipped to any appropriate audience. The Buddy web site is an ever changing rich resource for all Indiana students, parents and teachers.

## **The Indiana Technology Learning Center**

Established in 1995, the Indiana Technology Learning Center, located on the campus of Butler University, is a result of a partnership between the Corporation for Educational Technology, the Indiana Department of Education and Butler University’s College of Education. The Center’s

mission is to provide a venue for technology training for CET, IDoE and Butler College of Education programs, as well as to offer a full range of free technology and curriculum integration training programs for Indiana educators, students, and families. In the 1997-98 school year alone, the center has served nearly 3,000 participants in workshops, seminars, and leadership programs.

The partners vision is to bring students, teachers, pre-service teacher candidates, and university faculty together as participants in seminars and training sessions to facilitate the exchange of ideas and needs regarding curriculum integration of educational technology in the universities, K-12 schools and homes of Indiana. CET's vision for the Technology Learning Center concept is to have a similar facility and training program available within an hour's drive from any school community in Indiana.

## **STANDARDS AND EXPECTATIONS**

Programs offered at the Indiana Technology Learning Center are done so with the vision of *students using technology for learning in school classrooms and homes across Indiana*. We believe that if educators become knowledgeable and comfortable using technology, they will be more likely to encourage, even hold accountable, students in the use of technology for learning:

The TLC will be optimally utilized within the time, budget, and staff resources available.

Offerings will focus on technology integration.

Training staff will be by educators with a strong technology background.

The TLC will not be used to promote a particular vendor or supplier

Participants (or their schools) will provide their own transportation and lodging necessary for attendance at any TLC events

The TLC "Open Workshop" registration is offered on a "first-come/first-served" basis.

TLC workshop participants will share the knowledge gained with colleagues.

## **Planning**

The TLC provides a comfortable facility for hands-on training with curriculum integration emphasis. Prior to establishing the TLC in 1995, the Leadership Training program sponsored since 1990 by the Indiana Department of Education had to be held in rented facilities with borrowed equipment that necessarily restricted the format and scheduling of training sessions. Buddy System Project training programs and Buddy's notable Leadership Camp faced similar challenges. Other state supported hands-on training programs were difficult to implement for either organization due to lack of facilities and readily available training personnel. Now that the TLC is in place, the IDoE has been able to expand its Leadership Training program to Superintendents, Media Specialists, Math & Science Coordinators and other constituencies. It is also now possible to plan a year-round schedule of "workshop" training opportunities to all interested educators and students, as well as make the facility available during other times for open lab exploration and productivity.

## **Connectivity**

The Technology Learning Center is connected to the Internet through Butler University's T-1 connection. All learning stations in the lab are connected to one another and to a laser printer on

location. The lab is also equipped with a Vision Athena 2-way video learning station and TLC is listed as a content provider for that program. The “open” workshop schedule is published on the web site and is also directly mailed to hundreds of educators across Indiana. Interested participants may register for classes online at <http://www.itlc.org> or via fax at 317-687-6062, or via voice mail at 317-687-6065.

### **Content**

The programs offered at the TLC include several multi-day and “choice” training offerings for technology awareness to advanced software skill development. All one-day and series offerings are facilitated by experienced Indiana educators who ensure that the goal of “curriculum integration of the technology in the hands of students” is emphasized.

### **Hardware/Software**

The TLC houses 24 computer stations (13 Windows, 11 Macintosh) connected to each other and the Internet. A variety of peripherals such as scanners, digital cameras, midi keyboard, video input/output, and other devices are available in the center for demonstration and use by workshop and lab participants to create learning products. Each station is loaded with productivity software currently including Microsoft Office 97 (Mac Office 98), Microsoft Works, ClarisWorks, Claris Home Page, Microsoft FrontPage, Adobe Photoshop, PageMaker, Premiere, and HyperStudio. Several other programs and CDROM resources are available on the premises to preview and use while in the lab.

### **Training**

The training agendas are continually improved to ensure a focus upon curriculum integration. Each session incorporates reference to other appropriate resources for the topic, to assessment techniques or strategies appropriate to the technology discussed, and provides discussion or student learning examples which address one or more of the Indiana learning proficiencies. Trainers for TLC are provided training by the TLC coordinator, including security and logistical issues as well as the policies and practices preferred for the Center. Butler students are hired to supervise the TLC during open lab hours (non-workshop times) and are trained in their duties by the TLC Coordinator before and during their service to the Center.

### **Evaluation**

Each single or multi-day session or program offered at the TLC is evaluated by the participants and discussed by trainers at the conclusion of the day. Periodically, all trainers meet for planning days to discuss, evaluate and make needed adjustments to individual topic offerings. Evaluative data are gathered and compiled in an annual TLC report distributed to each of the three TLC partner organizations. As an example, it quickly became apparent, with waiting lists for nearly every offering, that Indiana needs multiple centers such as this across the state within closer driving distance for potential participants. Some TLC participants drive over 3 hours to attend a session. CET has provided modest AOutreach TLC Training Grants” to education service centers and other organizations to provide a few of the TLC topics in regional locations.

## **DELIVERABLES**

Agendas, training materials, handouts can and are being shared with personnel in districts and education service centers to encourage similar training opportunities for other Indiana educators.

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## **Education Service Centers (ESCs)** (revised, 10/98)

**Contact: Linda Lindauer, SIEC Executive Director, ESCNet Contact**  
**([www.siec.k12.in.us/escnet](http://www.siec.k12.in.us/escnet))**

### **DESCRIPTION**

Indiana Educational Service Centers (ESCs) are recognized as a primary contact and regional resource for supporting local educational needs. As stated in Rule SC-1, the primary purpose of an educational service center is to perform educational planning on a cooperative basis and to assist in meeting specific educational needs in participating school districts which could be better provided by an educational service center than by the districts themselves. Working in concert with the IDOE and other agency partners, ESCs offer a regional structure to provide technology support services and professional development on a statewide basis.

A working document referenced as the ESCNet Plan has been developed by those ESCs who recognize the value of cooperation, the necessity of accountability, and the potential of the existing ESC structure for supporting local educational needs. The ESCNet Plan is subject to constant revision to best meet the needs of educators as they prepare the students of Indiana to enter the 21st century. While the details of the total plan are rather specific, the overarching concept is quite simple. If an educator in Indiana has a specific educational need, there should be someone, some where who can provide assistance. However, it is impossible for one entity to meet all education needs. As schools complete their connections to the Internet and explore the widespread use of interactive video applications, and as educators embrace new and exciting technologies to benefit student learning, ESCs are positioned to meet changing educational needs.

Presently, the ESCNet Plan is attainable with modest additional financial support. It builds on the strength of the ESC regional structure to deliver services cooperatively and cost effectively to meet the expressed local needs of Indiana educators. It models an effective use of technology and reflects vision and planning for learning in a global society.

### **MISSION**

Seeking to support the learning and teaching environments of educators in school corporations throughout Indiana, the mission of the ESCs is to provide

vision and planning

regional leadership resources  
support services  
research and development

## **CURRENT/RECOMMENDED DIRECTIONS**

### **Planning**

As outlined in the ESCNet Plan, ESCs seek to coordinate leadership resources and provide regional support services and assistance with emphasis on professional development and technology. The ESCNet Plan recognizes the approaching needs of more than 65,000 local school personnel for ongoing training not only in using the tools of technology, but in the successful integration of technology into the classroom. The ESCNet Plan recognizes the need of local school corporations for experienced technical support assistance.

### **Connectivity**

All ESCs are connected to the Internet with T-1 and/or 56K. ESCs plan for connectivity to advanced, high speed multipurpose networks via the statewide backbone. With CEC support, all ESCs have on-site or access to Ameritech's AAVS switched, interactive, full motion video service allowing point to point or point to multipoint connectivity.

### **Hardware**

All ESCs have Internet servers and provide technical support including primary and/or secondary Domain Name Service (DNS), web page hosting, shell and POP accounts, and other hardware related services for schools. All ESCs have on-site or access to Distance Learning hardware, including two-way interactive (Vision Athena), one-way video/two-way audio (IHETS), desktop videoconferencing (Internet), and receive only broadcasts (satellite/cable).

### **Content**

ESCs have developed hands-on technology skills and applications training programs and content programs for professional development including (1) integration of technology into the curriculum, (2) effective use of technology in the classroom, (3) subject area specific integration programs, (4) curriculum alignment, (5) technology planning and (6) school improvement sustainable models.

### **Professional Development**

All ESCs have one or more persons on staff to develop local and regional professional development opportunities based on local needs and to implement IDOE initiatives at the local and regional level. With support from CEC, all ESCs have one or more Distance Learning Coordinators to provide professional development related to Distance Learning. ESCs provide activities to develop teacher leaders and support school-based professional development to promote student learning.

### **Evaluation**

The ESCNet Plan includes stated needs that correspond to target benchmarks established to hold

the ESCs accountable for accomplishment and attainment of local needs. Those proposed services that will be most visible for evaluation purposes are (1) professional development offerings and hands-on technology training programs, (2) a qualified technical consultant at each ESC to assist teachers in using technology tools, (3) a professional development consultant to meet the instructional needs of educators seeking to improve student learning, and (4) a statewide ESC web page with a searchable database that includes identified local expertise, best practices, resources, and educational content developed by each ESC but available to educators statewide.

## **DELIVERABLES**

ESCs provide regional leadership for K-12 schools.

ESCs provide professional development opportunities at the local and regional level.

ESCs provide technology services and consultant assistance for K-12 schools.

ESCs develop and implement effective training models for K-12 schools.

At the request of the IDOE and other state agencies, ESCs provide coordination of statewide initiatives.

ESCs serve as an information clearinghouse for K-12 schools.

ESCs are Internet content providers.

ESCs provide cooperative bidding of hardware, quantity-based cooperative purchasing and software discount opportunities for local schools.

ESCs offer a statewide loan library for professional development videos and regional loan libraries for instructional media and materials.

ESCs provide weekly van courier service to K-12 schools in ninety-one (91) counties of Indiana.

ESCs provide hardware repair services.

ESCs facilitate cooperative endeavors among K-12 schools.

ESC staff members serve in leadership roles in various state educational organizations (e.g. Indiana Staff Development Council (ISDC), Indiana Association of Small and Rural Schools (IASRS), Project Link, etc.).

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## **Indiana Computer Educators (ICE)**

**Contact:** Christine Franklin, President, 1998-99

### **MISSION**

ICE will assist the education community to improve learning through the use of technology.

### **DESCRIPTION**

Indiana Computer Educators was founded in 1980 by a group of 25 educators. It now serves as a peer network and professional development organization for more than 2,000 Indiana educators who share ideas and resources for better education through the use of technology.

As the state professional organization for educators who share an interest in improving student learning and exploring uses of technology, ICE has continually evolved to provide different services to members as the needs of educators in Indiana have changed.

### **CURRENT/RECOMMENDED DIRECTIONS**

#### **Planning**

The annual conference includes sessions on topics from technology planning to grant writing to best uses of technology to improve learning.

#### **Connectivity**

Listserv and Web site disseminate information among members.

#### **Hardware**

Vendor area at the annual conference allows dozens of technology companies to display and demonstrate the latest technologies.

#### **Content**

The majority of the workshops, seminars, and concurrent sessions at the annual conference focus on curriculum with specialists (teachers) from those content areas sharing their experiences and successes.

#### **Professional Development**

Annual conference for more than 2,000 educators which includes the following:

- Nationally renowned speakers
- Indiana educators sharing their best practice in relating technology to learning
- Vendors from across the nation demonstrating their best technologies
- Recognition awarded to the ICE Teacher of the Year
- Full-day, hands-on workshops and evening seminars
- Evaluation
- Participant evaluations of workshops at the annual conference
- Participant evaluations of the overall conference
- Participant evaluations of regional workshops

In addition, the Executive Board is made up of representatives of various groups of members (small school, large school, higher education, rural, urban and various geographic regions).

Self-assessment involves representatives of those groups reflecting on the needs of their peer groups and developing programs to meet those needs.

### **DELIVERABLES**

Annual conference

Regional conferences and workshops

Teacher of the Year Award

Quarterly newsletter

Listserv and Web site for information dissemination

Organizational affiliate of the International Society for Technology in Education

Linkages with many state and national organizations and leaders in the instructional technology field

Special interest groups (SIGs)

HECC (Hoosier Educational Computer Coordinators)

School technicians (proposed)

Distance learning educators (proposed)

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### **Indiana Learning Collaborative (ILC). Draft, July 14, 1998. Summary.**

**Primary Contact: Jay Fern, Professor of Music, Consultant to the Library Faculty, Indiana University-Purdue University at Indianapolis**

The Indiana Learning Collaborative (ILC) is a not-for-profit consortium of formal and informal education partners whose prime directive is to enhance student achievement in Indiana through: 1) the development and dissemination of new points of access to curricular and community resources, 2) the development of instructional models that integrate technology into the curriculum through systematic preservice and inservice professional development, and 3) the development of comprehensive electronic access strategy for Indiana educators and students. The ILC will act as a professional development organization as well as a research and development organization through developing curriculum-based frameworks and performance standards.

The ILC will develop and administer three (3) main organizational components: 1) Indiana Teachers Resources Link (ITRL) and KidLinX, 2) a systematic professional development component, and 3) development of strategies for statewide access to electronic resources as developed in the ITRL. The resources of the Access Indiana Technology Learning Center will become a part of this structure.

Some of the participating organizations include:

- Indiana Historical Society ([www2.ihs1830.org/ihs1830](http://www2.ihs1830.org/ihs1830))
- Indianapolis Children's Museum ([www.a1.com/children/overview](http://www.a1.com/children/overview))
- Young Audiences of Indiana ([www.youngaudiences.org/index.html](http://www.youngaudiences.org/index.html))
- Indiana Department of Education ([doe.state.in.us](http://doe.state.in.us))
- Indianapolis Zoo ([www.indyzoo.com](http://www.indyzoo.com))
- Eiteljorg Museum of American Indian and Western Art ([www.a1.com/eiteljorg](http://www.a1.com/eiteljorg))
- Indiana University Purdue University Indianapolis ([www.iupui.edu](http://www.iupui.edu))
- Ball State University ([www.bsu.edu/UP/about/bsu.html](http://www.bsu.edu/UP/about/bsu.html))
- Collaboration 2000 ([www.c-2000.org/C2KBRO.html](http://www.c-2000.org/C2KBRO.html))

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## Indiana State Library (including INSPIRE Project). Draft 7/10/98. Summary.

**Contact: Ray Ewick, Director, Indiana State Library ([www.statelib.lib.in.us](http://www.statelib.lib.in.us))**

The construction of the State Library Plan for technology development of Indiana libraries is based upon four pillars of hardware, connectivity, content, and training developed by the CEO Forum. The legislature has determined in IC 20-14-1-3 that the state shall encourage the establishment, maintenance, and development of public libraries throughout Indiana as part of its provision for public education. This plan is designed to help libraries complement elementary, secondary and higher education, to recognize a role in serving parents of children in school, and to address lifelong learning.

**Vision:** Libraries shall continue to be the people's reference and research utility strengthened by and accessed through the latest technological developments, as well as by traditional means. The staff of these libraries shall understand and assist the people in the utilization of these technologies in their learning and growth. Using technology in Public Libraries may become a primary way for parents to track their students progress, communicate with teachers, and pursue their own educational growth.

**Principles:** To achieve this Vision for libraries, there must be 1) active cooperation and coordination with initiatives of other agencies and disciplines including the private sector's direct participation to serving on advisory bodies or focus groups; 2) leadership from the State Library to local libraries in planning and implementation efforts and leadership in the development of funding strategies and actions for Indiana Cooperative Library Services Authority (INCOLSA) ([www.palni.edu](http://www.palni.edu)) that manages the INSPIRE Project ([www.inspire-indiana.net](http://www.inspire-indiana.net)) and Indiana Library Federation (ILF); federal grant funds that complement state and local appropriations; 4) state funding that complements local appropriations to assist libraries. Tying the four pillars together in a supportive structure requires leadership, commitment, and coordination in order to achieve the vision.

Indiana State Library		Technology Plan for Lifelong Learning		draft 7/10/98 CRE/ISL	
	Hardware	Connection	Content	Training	Coordination

<b>Goals:</b>	1. A multimedia computer for every 3 staff and for every 2500 population served in each library.	1. T 1 or dedicated connections for 80% of the libraries.	1. 70% of the libraries should have their card catalogs accessible via the Internet.	1. At least 50% of the staff should have completed at least the basic Internet courses.	1. The State Library shall represent the libraries on Access Indiana and state technology initiatives.
	2. Library Video Conferencing equipment within 50 miles of any library patron.	2. ATM or other switching ability to allow voice and video transmission as well as IP traffic.	2. Inspire shall be continued and expanded to include more commercial databases from the state and via consortia.	2. Training in the use of the video conferencing/ distance education equipment shall be shared by Incolsa, State Library and IHETS.	2. Incolsa shall work with the State library to assist in the implementation of the videoconferencing and distance education plans
	3. Digital scanning equipment to capture unique content of libraries in every county.	3. Servers to store and forward video and voice content to library patrons.	3. Databases of unique digital content of libraries for student and patron use.	3. Search training for library staff in every library to assist patron use of resources.	3. Vendors will assist Incolsa in offering training on a regular basis.
	4. Handicap accessible terminals in densely populated areas and spread around the state.	4. Internet connections for the handicap terminals	4. Identify specific content to aid special use patrons of all ages.	4. Arrange with vendors and agencies serving special populations to train as trainers for special populations	4. Work with Agencies serving special populations to promote the availability of these internet terminals.
<b>Assessment:</b>	Annual reports will include questions on the inventory of equipment.	A survey of existing and needed connections, speed of connection, LANs and WANs and types will be taken.	The INSPIRE advisory committee will identify the most needed commercial databases and ISL will work with libraries, museums and communities to identify unique and useful information to digitize.	Approximately 2500 librarians need training in the Internet, digitization, and content development.	ISL will work with IHETS, Dept of Ed, and Intelenet to determine appropriate training needs and mutually beneficial training opportunities.
<b>Desired Outcomes:</b>	No patron should have to wait longer than 15 minutes to access a computer.	A public Internet access connection to State Gov't and video conferencing shall be within 30 mins driving time. At least one high speed connection and ATM edge device for video	The content residents need to educate themselves, to improve their economic well-being and enjoy life is virtually available	At least one trained trainer shall be available to libraries in every County, and at least 50% of library staff have completed a basic course	A joint report on the achievement of each Agency on the goals outlined in the single State Technology Plan, showing the mutual support role of

		will be available in each County			each.
<b>Approach/Activity</b>	Common specifications will be developed and joint purchase at substantial discount.	ISL and INCOLSA shall work with Intelenet, IHETS, and the private sector to install and maintain connections	Workshops and procedures for digitization and grants for equipment and operations shall be made	ISL will provide grants, and participate in training through Incolsa, DOE, Higher Ed, with vendors or via technology to deliver needed training at local level.	Through the Access Indiana steering committee meetings and quarterly reports, mid-course correction will be undertaken.
<b>Funding needed:</b>	State: \$1.5 million federal: \$500,000 local: \$1 million	State: \$1.5 million federal: \$250,000 local: \$250,000	State: \$4.5 million federal \$500,000 local: \$500,000	State: \$2.5 million federal: \$500,000 local: \$500,000	
<b>Evaluation:</b>	In addition to statistical use a survey of user satisfaction will determine the level and value of the service.	A topography of the Statewide backbone and the public library connections will be maintained and a directory of LANs and WANs will be developed	A master site of content developed will be maintained and approximately 1 million images converted per year with 10% growth in numbers of files used.	Numbers of librarians completing courses will be asked in the Annual reports and evaluations of offerings will be analyzed for success of training and future needs.	